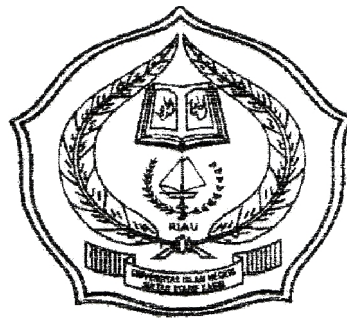


**THE CORRELATION BETWEEN MOTIVATION IN READING
ENGLISH TEXTBOOK AND READING COMPREHENSION
OF THE STUDENTS AT MA ITTIHADUL MUSLIMIN
KOTO GASIB DISTRICT OF SIAK REGENGY**

A Thesis

Submitted to Fulfill One of the Requirements
for Bachelor Degree in English Education
(S.Pd.)



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1432 H/2011 M**

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SUPERVISOR APPROVAL

The thesis entitled “*The Correlation between Motivation in Reading English Textbook and Reading Comprehension of the Students at MA Ittihadul Muslimin Koto Gasib District of Siak Regengy*” is written by Mika Saswita, NIM. 10614003489. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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This paper is not perfect scientific writing yet, it needs critics, ideas, and suggestions from the readers to improve this thesis, and may Allah let it become a benefit writing for all. *Amin ya Rabbil 'Alamin.*

Pekanbaru, April, 2011
The writer

Mika Saswita

ABSTRACT

Mika Saswita (2011): “The Correlation between Motivation in Reading English Textbook and Reading Comprehension of the Students at MA Ittihadul Muslimin Koto Gasib District of Siak Regency

The students have learned English since they were in Elementary School and they have been taught English 4 hours a week for 4 semesters at MA Ittihadul Muslimin. They have got motivation given by the teacher through interesting text. They read text aloud and discuss the text in English textbook together. In reality, what has been expected in their reading comprehension is unachievable. It can be seen from assignments. It is firstly proven by the writer through her preliminary research before doing the research which shows the weaknesses of students as explained as follows: the students who have good motivation in reading English textbook cannot comprehend better the reading text, they cannot get the main idea of the text, they cannot get the core meaning of reading text, and they also have difficulties in answering the exercise of reading text.

The objective of this research is to find out students' motivation in reading English textbook, to find out students' reading comprehension and to find out whether there is or no correlation between two variables. The subject of this research is the second year students of MA Ittihadul Muslimin in the 2010/2011 academic year.

The design of this research is correlation. There are two variables in this research, variable x and variable y. variable x is students' motivation in reading English textbook and variable y is students' reading comprehension. The instruments of this research are test and questionnaire. In analyzing the data, the writer used Pearson coefficient correlation SPSS version 17.00.

The result of this research as shown by the explanation below: The score of correlation coefficient $0.473 < 0.361$ in significant level 5% and 0.463 in significant level 1% (see table product moment). It means that H_a is accepted which indicates that there is a high correlation between students' motivation in reading English textbook and their reading comprehension. The probability score or sig. (2- tailed) is $0.008 < 0.05$. It means that H_a is accepted.

Based on the research finding, the result can be concluded that there is significant correlation between students' motivation in reading English textbook and their reading comprehension. The correlation between students' motivation in reading English textbook and their reading comprehension was 22.37%.

ABSTRAK

Mika Saswita (2011): “Hubungan Antara Motivasi dalam Membaca Buku Teks Bahasa Inggris dengan Pemahaman Membaca Siswa di MA Ittihadul Muslimin Kecamatan Koto Gasib Kabupaten Siak .”

Siswa telah belajar bahasa Inggris sejak mereka berada di Sekolah Dasar dan mereka telah diajarkan bahasa Inggris 4 jam dalam seminggu selama 4 semester di MA Ittihadul Muslimin Siak. Mereka telah mendapatkan motivasi yang telah diberikan oleh guru melalui teks yang menarik, membaca nyaring dan diskusi tentang teks yang ada pada buku teks bahasa Inggris bersama-sama. Namun pada kenyataannya, apa yang diharapkan di dalam kemampuan pemahaman membaca belum tercapai. Hal ini dapat dilihat dari tugas-tugas yang tidak berhasil. Hal ini dapat dibuktikan melalui pra-research yang dilakukan oleh penulis sebelum melakukan penelitian yang menunjukkan beberapa kelemahan dari siswa seperti yang dijelaskan berikut ini: siswa yang mempunyai motivasi yang bagus dalam membaca buku teks bahasa Inggris tidak mampu lebih baik dalam memahami bacaan, mereka tidak dapat menemukan ide pokok dari bacaan tersebut, mereka pun tidak dapat memahami arti sesungguhnya dari bacaan, dan mereka mengalami kesulitan dalam menjawab soal dari bacaan tersebut.

Tujuan penelitian ini adalah untuk mengetahui motivasi siswa dalam membaca buku text bahasa Inggris, pemahaman membaca siswa dan apakah ada hubungan yang signifikan antara motivasi siswa dalam membaca buku text bahasa Inggris dengan pemahaman membaca mereka. Subjek dari penelitian ini adalah siswa tahun kedua di MA Ittihadul Muslimin Siak pada tahun ajaran 2010-2011.

Bentuk dari penelitian ini adalah korelasi. Ada dua variabel dalam penelitian ini, yaitu variabel x dan variabel y. variabel x adalah motivasi siswa dalam membaca buku text bahasa Inggris dan variabel y adalah pemahaman membaca siswa. Instrumen dari penelitian ini adalah tes dan kuesioner. Didalam menganalisa data, penulis menggunakan Pearson correlation coefficient SPSS versi 17.00.

Hasil penelitian yang ditunjukkan pada penjelasan di bawah ini: Nilai dari korelasi koefisien $0.473 < 0.361$ di dalam standar signifikan 5% dan 0.463 di dalam standar signifikan 1%, itu berarti H_a diterima yang ditunjukkan bahwa ada korelasi yang tinggi antara 2 variabel. Nilai probabilitas or sig (2-tailed) adalah $0.008 < 0.05$,

Berdasarkan hasil penelitian, hasilnya dapat disimpulkan bahwa ada hubungan yang signifikan antara motivasi dalam membaca buku teks bahasa Inggris siswa dan pemahaman membaca mereka ini berarti H_a diterima yang ditunjukkan bahwa ada korelasi antara 2 variabel. Hubungan antara motivasi siswa dalam membaca buku text bahasa Inggris dengan pemahaman membaca adalah 22.37%.

ملخص

ميكا ساسويتا (2011): الارتباط بين دافعية الطلاب في قراءة الكتب الإنجليزية و فهمهم في القراءة لطلبة المدرسة العالية اتحاد المسلمين مركز كوتو غوسيب منطقة سيالك.

قد درس الطلاب اللغة الإنجليزية حينما كانوا بالمدرسة الابتدائية في أربع جلسات في كل طوال اربعة أقساط. وهم ينالون الدافعية من مدرسيهم من خلال النصوص المشوقة، بقراءة غنائية المناقشة عن النصوص الموجودة في الكتب الإنجليزية. ولكن ما نتمنى من القدرة في يد الطلاب لم توجد. وأنها ظاهرة من خلال البحث القبلي الذي قامت عليها الباحثة بحيث يدل على أن نواقص الطلاب كما يلي: الطلاب الناشطون في قراءة الكتب الإنجليزية لم يقدروا على فهمها بشكل جيد، وهم لا يقدرون على البحث عن الأفكار الأساسية من القراءة، وهم يصعبون على إجابة الأسئلة من تلك القراءة.

الهدف من هذا البحث لمعرفة دافعية الطلاب في قراءة النصوص الإنجليزية، وفهمهم وهل هناك ارتباط دال بين دافعية الطلاب في قراءة الكتب الإنجليزية وفهمهم في القراءة. الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة العالية اتحاد المسلمين سيالك للعام الدراسي 2010-2011.

وهذا البحث هو بحث ارتباطي. ويوجد في هذا البحث متغيران هما المتغير X و المتغير Y. والمتغير X دافعية الطلاب في قراءة الكتب الإنجليزية بينما المتغير Y فهمهم في القراءة. وتتكون الأدوات في هذا البحث من الاختبار و الاستبيان. وفي تحليل البيانات، استخدمت الباحثة فيرسون الارتباط المعامل س ف س س الإصدار السابع عشر.

وتدل نتائج هذا البحث كام يتبين تاليا: النتائج من ارتباط المعامل $0.361 > 0.473$ في معيار الدلالة 5 في المائة و 0.463 في معيار الدلالة 1 في المائة إذ أن الفرضية البديلة مقبولة بحيث يدلها بوجود ارتباط مرتفع بين المتغيرين. النتائج الإمكانية أور سيغ (2-متتبع) هي $0.05 > 0.008$.

بناء على نتائج هذا البحث أن هناك ارتباط دالا بين الدافعية في قراءة الكتب الإنجليزية و فهم الطلاب في القراءة إذ أن الفرضية البديلة مقبولة حا يدلها من الارتباط بين المتغيرين. والارتباط بين دافعية الطلاب في قراءة الكتب الإنجليزية بفهم قراءتهم بقدر 22.37 في المائة.

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the four language skills in English. Brown said that there are four skills which are the students should master it at the end of the learning process; they are listening, speaking, reading, and writing¹.

Reading is a receptive skill on English teaching process. In reading, the students are taught how to read and understand a text well. Reading is very important subject because people access knowledge from reading. Ability to read English text is very important because much information of the world is written in English.

Reading is an activity with a purpose in order to gain information or verify existing knowledge, or in order to criticize a writer ideas or writing style². By reading people will attain the ideas that they want and will be able to use them in accordance when they need. The reader can get many advantages in reading such as: reading increases the reader's knowledge; reading gives the reader excellent idea, the reader can get critical thinking in reading, reading for pleasure cause the reader enjoy it.

In the learning process, especially in reading English textbook, motivation is very important to make the students more active in reading. According to Jack C Richards in Longman dictionary, motivation is the factor that determines a

¹ H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. USA: Prentice Hall Regents. 1994. P. 217

² Kalayo and Muhammad Fauzan Ansyari. *Teaching English as Foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. P. 113

person's desire to do something. Motivation is defined as some kind of internal drive which pushes someone to do things in order to achieve something³.

There are two kinds of motivation, namely; Intrinsic and Extrinsic motivation. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment⁴.

Furthermore, MA Ittihadul Muslimin is one of Islamic boarding school in Siak regency. In this school English is taught twice a week for four hours of the lesson. The curriculum for the second year students, reading is one of some basic competence that must be mastered. The students should be able to comprehend the meaning of short functional text and simple essay narrative, spoof and hortatory exposition in daily life and to access the knowledge. The end of the lesson students are expected to achieve the information, be able to get involve in communication using English, spoken as well as written and develop their competence in phonology and grammar. Especially in reading, students are expected to get knowledge, information and comprehending the reading of English textbook.

Based on the writer preliminary study, the teacher usually made the English subject to be extracting and they have given the students motivation

³ Jeremy Harmer. *How to Teach English*. England: Pearson Longman. 2007. P. 26

⁴ [Http://En.Wikipedia.Org/Wiki/Motivation#Intrinsic_And_Extrinsic_Motivation](http://En.Wikipedia.Org/Wiki/Motivation#Intrinsic_And_Extrinsic_Motivation), Retrieved on September, 29 2010.

through interesting text, reading text aloud and discuss the text in English textbook together. Actually, the second year students at MA Ittihadul Muslimin have good motivation in learning English. It is proved when they studied English they often gave comment about the lesson, even though their comment was wrong, they did not sleeping in the class and they always do their homework. Ideally, by having good motivation, they have good ability in reading comprehension. But in fact, their reading comprehension in reading English textbook is still low. Most of students still confuse when their teacher gives them a text, than ask them to comprehend the text.

Based on the information above, the symptoms of the students can be seen as follows:

1. Some of the students do not comprehend English textbook well.
2. Some of the students cannot get idea from the textbook.
3. Some of the students are still difficult to identify the information from the English textbook.
4. Some of the students are still confused in doing the tasks.
5. Some of the students are still difficult to get the main idea in reading English textbook.
6. Some of the students cheat their friend to get the answer from the text.
7. Some of the students get the low score in exercises.

Based on the symptoms above, the writer feels interested in doing a research for this problem entitled: The correlation between motivation in reading English textbook and reading comprehension of the students at MA Ittihadul Muslimin Koto Gasib district of Siak regency.

B. The Problem

1. The Identification of the Problem

Based on the background and the symptoms above, the writer identifies the problems of this research as follows:

1. Why some of the students do not comprehend English textbook well?
2. Why some of the students cannot get idea from the textbook?
3. Why some of the students are still difficult to identify the information from the English textbook?
4. Why some of the students are still confuse in doing the tasks?
5. Why some of the students are still difficult to get the main idea in reading English textbook?
6. Why some of the students cheat their friend to get the answer from the text?
7. Why some of the students get the low score in exercises?

2. The Limitation of the Problem

Because some of the consideration of found, capabilities and limited time, this research is limited to the correlation between motivation in reading English textbook and reading comprehension. In this research how is motivation in reading English textbook give influence to the reading comprehension.

3. The Formulation of the Problem

This observation will be formulated as following:

1. How is students' motivation in reading English textbook?
2. How is students' reading comprehension in English textbook?
3. Is there any significant correlation between students' motivation in reading English textbook and their reading comprehension?

C. The Reason for Choosing the Title

There are several reasons why the writer is interested in doing this research. The reasons are:

1. The title of this research has never been research yet.
2. The title is relevant with the writer as a student of English Education Department.
3. The writer has ability to carry out this investigation either in sectors of found, time, or location.
4. To get the real data about the correlation between students' motivation in reading English textbook and their reading comprehension.

D. The Objective and the Significance of the Research

1. The Objective of the Research

Based on the formulation of the problems previously, there are some objectives that will be researched in this study as follows:

1. To find out students' motivation in reading English textbook.
2. To find out students' reading comprehension in English textbook.
3. To find out whether there is or no correlation between students' motivation in reading English textbook and their reading comprehension.

2. The Significance of the Research

After conducting this research, the writer hopes this research:

1. To give information for the students to increase their motivation in reading English textbook.
2. To motivate the students in learning English which is turn it helps the students improve their learning achievement in English.
3. Contribute some information to MA Ittihadul Muslimin about the correlation between students' motivation in reading English textbook and their reading comprehension.
4. Adds references for other next researchers having the same problem.
5. To complete a requirement intended to finish the writer study program at English Education Department of Education and

Teacher Training Faculty of State Islamic University of Suska
Riau.

E. The Definition of the Terms

In order to avoid misinterpretation and misunderstanding of this research, it is necessary to define the following term:

1. **Motivation** is the factor that determines a person's desire to do something⁵. In this research, motivation means as factors that cause students want to read English textbook.
2. **Textbook** is a book someone uses to learn⁶. It is usually a book that must be touch in the classroom. People use it to learn from it about a certain subject. They might also teach other people about that subject.
3. **Reading Comprehension** is an interactive process that goes on between the reader and the text, resulting in comprehension⁷. However, a reader has to produce comprehension after reading the text because reading is complex activity by doing observation, understanding and thinking. In this study, reading comprehension deals with answer questions based on the text.

⁵ Richard, Jack C. *Longman Dictionary of Language Teaching and Applied*. England: Pearson Education Limited. 1992. P. 238

⁶ <http://simple.wikipedia.org/wiki/Textbook>. Retrieved on October, 29 2010

⁷ Kalayo and Muhammad Fauzan Ansyari, *Op.Cit.*, P. 113

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is one of skills that must be mastered by the students. Students should practice their reading more and more, so that their reading comprehension and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words. Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages.

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Different experts give different definitions of reading. McWhorter Kathleen said that reading is a routine activity in which individual words are combined to produce meaning¹.

Reading is an activity with a purpose. The purpose for reading also determines an appropriate approach to reading comprehension. It means that before doing reading activity, a reader has to know what the purpose of reading itself to get the meaning what we are reading. It is supported by Elizabeth S.Pang

¹ McWhorter, Kathleen. *Efficient and Flexible Reading Third Edition*. Niagara County Community College. Harper Collins Publishers. 1992. P. 23

et al said that reading is about understanding written text². It is a complex activity that involves both perception and thought.

If one talks about reading, it is always related to reading skill. Mikulecky and Linda Jeffries stated that reading is the students' ability to achieve reading comprehension³. Students should have many ways to reach comprehension in reading. Students should be able to recognize the topic of the text, the pattern of relationships that are stated in the text, and lexical equivalents as clues to cohesion such as pronoun, preposition, and referents. Students should be able to identify the genre of the text, the purpose of the text, and the ideas of the author. They should also have the ability to get detail information and the overview through scanning and skimming, guessing the meaning of unknown words, paraphrasing text, summarizing it after finishing reading it, drawing conclusion at the end of the reading, and reading the text fast then giving critics or comments about the text in the students' own words.

Kalayo and Ansyari stated that the purpose for reading also determines the appropriate approach to reading comprehension⁴. A person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and given.”

² Elizabeth S.Pang et al. *Teaching Reading*. International Academy of Education. Retrieved on October 25, 2010 from <http://www.curtin.edu.au/curtin/dept/smec/iae>. 2007. P. 6

³ Mikulecky, Beatrice and Linda Jeffries. *Basic Reading Power*. Longman. 1997. P. 25.

⁴ Hasibuan, Kalayo, and Muhammad Fauzan Ansyari, *Teaching English as Foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. P. 113

William in Yamin stated, generally, the purpose of reading is classified into⁵:

- a) Getting general information from the text
- b) Getting specific information from the text
- c) Reading for pleasure and interest.

By knowing the real purpose of reading, it can help the students reach the goal of understanding. To reach the goal of understanding a passage, the students must be able to understand the meaning of each word. Reading comprehension is defined as the level of understanding of a passage or text. Reading at the rate of 200 to 220 words per minute is considered as a normal speed of reading. For normal reading rates 75% is an acceptable level of comprehension. That means if a child can understand the meaning of at least 75% of the total text given then it is regarded as acceptable limits for reading comprehension. So, it means that person having good comprehension skills with an ability to interact with the words by understanding its complete meaning and the concept behind it.

Moreover, to know students' reading comprehension by doing a test after finishing read the text. Test is a tool as assessment to know the result of learning. It supported by Jayashree Pakhare that testing reading comprehension has always proved a great tool in the assessment of the student' ability as it provides a feedback on the progress of student. It also enhances the self ability to judge ourselves, provided such tests are carefully designed.

⁵ Yamin. "The Application of Questioning Strategy in Improving the Second Year Students' Reading Comprehension Achievement kec. Sungai Apit Regency of Siak". State Islamic University of Suska Riau. (Unpublished Thesis) 2006. P. 11

Teaching reading comprehension aims are:

1. To let better grasping of the context, sequence and the characters narrated in text.
2. Certain parts of the text can confuse readers. Reading comprehension skills works on this aspect to get the clear idea of the meaning of the text.
3. Helps to create the questionnaire based on the text about its theme or idea. It often helps in better understanding of the said paragraph.
4. It helps to link the event of narration with our previous experiences and predict the next probable event in the course based on the information given in the narration.

According to McNeil, Donant, and Alkin that there are two comprehensions in reading;

To comprehend at a literal level, one must the meaning of the word read (vocabulary knowledge), know how to follow the structure of a passage- to identify modifiers, antecedents of pronouns, and know how to locate answers to specific questions. To make inference comprehension about what is read; one needs to have a general ability to reason with the information presented and to draw from personal experience in deriving the full significance of what the author has written.⁶

Based on the definitions above, the purpose of reading is to get comprehending. Students will be able to catch the ideas of the print or the text by reading it carefully. Readers do the reading activity for the message stated in the reading. Readers should have an active role in reading since readers also make a

⁶ McNeil, et al. *How to Teach Reading Successfully*. Boston, Toronto: Little Brown and Company. 1981. P. 130

contribution in reading, students are thinking about the purpose and content of the text while reading it in order to get meaning of the text. Beside that reading involves our thinking and perception after finishing reading the text to reach understanding.

2. The Factors Influencing Reading Comprehension

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text.

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor⁷.

1. The Internal Factor

The internal factor means the factor which comes from the reader himself, or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

In addition, reading comprehension is influenced by the reader's schemata, sensory and perceptual abilities, thinking abilities, reading strategies, and affective aspects such as motivation to read⁸.

⁷ Mahdalena, Leny. *Effects of Pre-questioning on the Reading Comprehension Achievement of the Second Grade Students at SMAN-2 Jekan Raya in Academic Year 2006/2007*. Thesis. English Education Study Program of Language and Art Education Department of Faculty of Teacher Training and Education of Palangka Raya University. Retrieved April 17, 2007. P. 3

⁸ Kassim Shaabana. *Reading Psychology*. English Department, American University of Beirut. [Http://www.informaworld.com/smpp/title~content=T713775282](http://www.informaworld.com/smpp/title~content=T713775282). Retrieved on April, 7 2011. P. 377

It is support by Torgesen that proficient comprehension of text is influence by motivation to understand and interest in task and material⁹.

2. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

Based on the quotation above, the writer concludes that there are two factors that influence reading comprehension; they are internal and external factors. Motivation is one of the factors that influence reading comprehension.

3. The Nature of Motivation

Motivation is one of the psychology factors influence students in learning process. Syah in Hafizah said that there are many factors which are included the psychology aspect¹⁰. It can be influence the quality and quantity of students learning acquisition. But the students' spiritual factors are more observe generally as follows:

a. The level of students intelligence

The students that have more intelligence will determine their success in learning.

b. Students' talent/aptitude

This is the potential skill that someone has to reach the success in the future. Generally it is almost the same with intelligence.

⁹Torgesen, Joseph. *Factors that Influence Reading Comprehension: Developmental and Instructional Consideration*. Florida State University and Florida Center for Reading Research, Core Knowledge Conference, February, 2006. P. 10

¹⁰ Hafizah. "The Use of English Song in Increasing Students' Motivation in Learning English at the Second Year State Islamic Senior High School Kuok Bangkinang Barat". 2009. P.11

c. Students' motivation

The motivation can be divided into two kinds, as follows:

1. Intern motivation

It is a condition of students self that can motivate them to study , this is including the students' interest and students need on the material

2. Extern motivation

It is a condition of outside of students individual that motivate them to study. For example recommendation, present, school regulation, teacher's model, etc.

d. Students' attitude

This is the phenomenon internal which is dimensioned effectively. For example: response tendency on the objects, people, things, etc.

e. Students' interest

Naturally, this is a great willingness on something. According to Hidi & Renninger in Seifert stated that when students learn from interest they tend to devote more attention to the topic than if they learn from effort¹¹. The finding is not surprising since interest is another aspect of intrinsic motivation energy or drive that comes from within.

Based on the definitions above, motivation is one of psychology factors that influence students in learning process. There are five components of psychology aspect such as; intelligent, talent, motivation, attitude and interest.

¹¹ Kelvin Seifer. *Educational Psychology*. Switzerland: The Global Text Project. Retrieved on March 9,2011 <http://4shared.com>. 2011. P. 113

Motivation is commonly thought of as an inner drive, impulse and emotion or desires that move one to a particular action¹². Motivation plays important role in language learning. Motivation can make someone has practical reason why he or she has to do something.

Motivation is the factors that determine a person's to do something¹³. Besides that, according to Nesamalar et al in Karmila stated that motivation is an extremely important factor in successful language acquisition. They state that there are two type of motivation.

1. Intrinsic motivation

Intrinsic motivation is the keenness or desire to learn English for its own sake. For example, a student who comes into a family that has a very positive attitude toward English will also have a love for the language and will want to master it to be the best of his ability.

2. Extrinsic motivation

Extrinsic motivation is caused by external factors such as a desire to be assimilated into the culture of the speakers of English, the prospect of gaining entry into a college or university or getting a part job, a desire for praise and recognition from fellow students and teachers.

¹² Brown, H. Douglas. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall. Inc. 2000. P. 152

¹³ Richard, Jack C. *Longman Dictionary of Language Teaching and Applied*. England: Pearson Education Limited. 1992. P. 238

Brown said that extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self¹⁴. For example of this reward are money, prize, grades, punishment, etc. the extrinsic motivation usually given by the teachers, parents, friends, the surrounding and society.

Each person is motivated differently, and will therefore act on his or her environment in ways that are unique¹⁵. But these unique acts are always carried out within a culture and social milieu and cannot be completely separated from that context.

Based on the description above, motivation is one of psychology factors that influence students in learning. There are two types of motivation, intrinsic and extrinsic motivation that can influence students in learning English. It can be understood that someone's behavior arouses because of specific motivation. Consequently, motivation is very important because it can active someone's behavior in order to attain the goal. It may also refer to an activity that directs a person or a thing to be active when there would be a need to reach based on what someone wishes to do.

4. The Nature of Motivation in Reading English Textbook

According to Mc. Donald in Oemar motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction¹⁶. Motivation can influence what, when and how we learn¹⁷. It means motivation has the role in the learning process, it can influence student's need, if

¹⁴ Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy*. USA: Prentice Hall. Inc. 1994. P. 164

¹⁵ *Ibid.*, P. 161

¹⁶ Oemar, Hamalik *Proses Belajar Mengajar*. Jakarta: PT. Bumi Aksara. 2008. P.24

¹⁷ Dale, h, Schunk. *Motivation in Education*. Pearson Merrill. Prentice Hall: New Jersey.2008. P. 4

the students want to read English textbook seriously, it means the students have motivation to do that, and also for another activity. It can say that motivation is very important in learning, especially to make the students want to read the English textbook.

Chitavelu, at all in Karmila stated that motivated students are more successful than other in their attempt to learn English. The characteristic of successful language learners or motivated language learners are illustrated as follows:

- a) They have positive attitudes toward English and speaker of English
- b) They learn English for some reasons:
 - 1. Because they wish to interact with other speakers of English
 - 2. Because they wish to further their education
 - 3. Because they wish to get a better-paid job
 - 4. Because they wish to read books, magazine, etc in English.
- c) They make an effort to get into situation where English is used and they used English as often they can
- d) They consciously try out new strategy for learning and remembering new topic, new words and their meaning.
- e) They prepare to take risk, they make mistakes and they learn from the mistakes that they make. They achieve success and develop competence, and this motivates them to learn more.

Sadirman stated that the criteria of students that have high motivation can be seen as follows¹⁸:

1. Students like doing the tasks, never give up before finishing the tasks.
2. Being patient in facing the difficulties
3. Students like doing the tasks by their own way, never cheat
4. Students are responsible for their own action in teaching learning process
5. Students like finding and solving the tasks.

Based on teacher and learner experience in learning, the textbook is a stimulus or instrument for teaching and learning. Clearly, the quality of instruments also affects the quality of the students in learning.

Consideration for this site, Grave said that there are some advantages of using a textbook¹⁹, such as:

1. A textbook provide a syllabus for the course because the authors have made decisions about what will be learn and in what order.
2. A textbook provide security for the students because they have the kind of map of the course, they know what to expect, and they know what is expected of them.
3. A textbook provides a set of visuals, activities, readings, and so saves the teacher time in finding or developing such materials.

¹⁸Sadirman. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta. PT Raja Grafindo Persada. 2005. P. 83

¹⁹ Michael Graves, Connie Juel, Bonnie B. Graves. *Teaching Reading in the 21st Century Second Edition*. USA. A Pearson Education Company. 2001. P. 174

4. A textbook provides teachers with a basis for assessing students' learning. Some texts include tests or evaluating tools.
5. A textbook may include supporting materials. (e.g, teacher's guide, cassettes, worksheet and video).
6. A textbook consistency within a program a cross a given level, if all teacher use the same textbook. If a textbook follow a sequence, as within a series, it provide consistency between levels.

Based on the description above, using a textbook is important in learning process especially in reading. And also the important one is to make the students want to read English textbook by themselves. Making the students want to read English textbook is very important to because there are some reading text that are interesting in English textbook. It can support the students to study and to read English textbook all over the time. The more the students read the English textbook the more they get the comprehending of reading text. From the theory above, the writer focus on the Sadirman and Zimmerman theory to make the indicators of the students' motivation in reading English textbook.

5. The Relationship of Motivation in Reading English Textbook to Reading Comprehension

Motivation is play an important role in reading comprehension. If the students have motivation in reading English textbook, they will have more comprehending in reading English textbook. According to Zimmerman in Schunk students motivated to learn about a topic are apt to engage in activities they believe will help them learn, such as attend carefully to the instruction,

mentally organize and rehearse the material to be learned, take notes to facilitate subsequent studying, check their level of understanding, and ask for help when they do not understand the material²⁰.

Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Edward Deci in Brown defined intrinsic motivation, as follow:

Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.²¹

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

Based on the statement above, there is a relationship between motivation in reading English textbook and reading comprehension. If the students have high motivation in reading English textbook, its mean that they will get good of reading comprehension.

²⁰ Dale, h, Schunk. *Motivation in Education*. Pearson Merrill. Prentice Hall: New Jersey. 2008. P.5

²¹ Brown, H. Douglas, *Op.Cit.*, P. 38

B. The Relevant Research

Karmila (2006). In her research, she focuses on the correlation between students' motivation in reading and their reading achievement. She concluded that there is correlation between students' motivation in reading and their reading achievement. The last result of the data shows that the last rate of correlation is 0.498. The rate bigger than r table in significant level 5% (0.232), so, it can be concluded that there are correlation between students' motivation in reading and their reading achievement.

Ratna (2009) research on the students' interest in understanding reading English textbooks at second year students of SMU 1 Lubuk Muda Bengkalis. In collecting the data, she used questionnaire and interview. Based on her research she found that the category of the students' interest in understanding reading English textbooks is at middle level, because the level percentage of students 65.70%.

The problem which is not yet discussed in the previous researches will be discussed in this research. This research is focused on the correlation between students' motivation in reading English textbook and their reading comprehension of the second year students at MA Ittihadul Muslimin Koto Gasib District of Siak Regency.

C. The Operational Concept.

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. This operational will be classified into two variable. Variable X is independent variable and variable Y is dependent variable.

Variable X: Students' motivation in reading English textbook.

The indicators can be seen as follow:

1. The students do their reading exercise in English textbook
2. The students attend carefully to the instruction of exercise in English textbook
3. The students are enthusiastic in answering the teachers' question.
4. The students check their level of understanding after reading
5. The students like doing the tasks, never give up before finishing the tasks.
6. The students are responsible for their own action in teaching learning process
7. The students often ask the teacher in reading when they do not understand about the text.

Variable Y: Students' reading comprehension. There are some indicators that will be achieved by the students in reading comprehension by providing English textbook that involves:

1. The students are able to understand grammar in reading.
2. The students can determine the main idea in a paragraph.

3. The students are able to comprehend the text based on the reading text.
4. The students are able to recognize the topic of the text.
5. The students are able to recognize the pattern of the relation.
6. The students are able to get the details information.
7. The students are able to identify the purpose of the reading text.

D. Assumption and Hypothesis

1. Assumption

The assumption of this research is: if the students have good motivation in reading English textbook, of course their reading comprehension will increase.

2. Hypothesis

H₀: There is no significant correlation between students' motivation in reading English textbook and their reading comprehension.

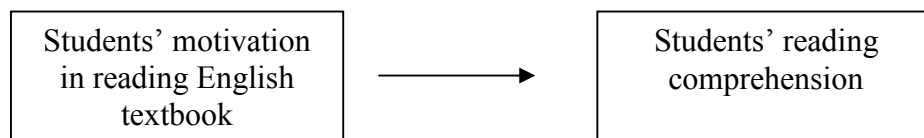
H_a: There is a significant correlation between students' motivation in reading English textbook and their reading comprehension.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The design of this research is correlation. This research investigates the question of whether there is systematic relationship between students' motivation in reading English textbook and their reading comprehension. There are two variables in this research, independent and dependent variables. Hartono said that independent variable is a variable that's gives influence, and dependent variable is the one that is affected by independent variable¹. The independent variable is students' motivation in reading English textbook which is labeled as "x" and dependent variable is students' reading comprehension which is labeled as "y".



B. Location and Time of the Research

This research was carried out at MA Ittihadul Muslimin located in Koto Gasib district of Siak regency. The time of this research was conducted on January to March 2011.

¹ Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar. 2004. P. 68

C. Subject and Object of the Research

1. Subject of the Research

The subjects of this research are the second year students at MA Ittihadul Muslimin Koto Gasib District of Siak Regency.

2. Object of the Research

The object of this research is the students' motivation in reading English textbook and their reading comprehension.

D. Population and Sample of the Research

The population of the study includes all the students at MA Ittihadul Muslimin, in the academic year 2010/2011. The total population was 110 students, they are; the first year students consist of 40 students, the second year students consist of 30 students and the third year students consist of 40 students. The writer used the purposive sampling to take the sample. Purposive sampling is choosing the sample based on who they think would be appropriate for the study². This is used primarily when there are a limited number of people that have expertise in the area being researched. For this study, the writer focus on the second year students of MA Ittihadul Muslimin were consists of 30 students as the sample.

E. The Instrument of Data Collection

To collect the data involved in this research, the writer was used some techniques:

1. Questionnaire

² [Http://Wikipediafile:///C:/Document and Settings//My Documents/Nonprobability_Sampling.htm](http://Wikipediafile:///C:/Document%20and%20Settings/My%20Documents/Nonprobability_Sampling.htm). Retrieved on June 20, 2011

In order to obtain the students' motivation in reading English textbook, the writer was conducted by providing a set of questionnaire. The questionnaire consisted of 20 items in the form of 5 options; they are always, often, sometimes, seldom and never.

TABLE I. 1
THE BLUE PRINT OF QUESTIONNAIRE

Indicators	Number of Items
1. Doing reading exercise in English textbook	1,2,3,13
2. Attending carefully to the instruction of exercise in English textbook	5,15,16
3. Enthusiasm in answering the teachers' question.	4,17,19
4. Checking the level of understanding after reading	8,20
5. Like doing the tasks, never give up before finishing the tasks.	9,10,18
6. Responsibility for their own action in teaching learning process	11,12,14
7. Asking the teacher in reading when they do not understand about the text.	6,7,

2. Test

To obtain the students' comprehension in reading, the writer was used a written test. The test consists of 4 passages narrative, spoof and hortatory

exposition with 25 questions divided for each passage. The students were given 30 minutes to answer the test including some reading skill. The questions were in the form of multiple-choice items.

TABLE I.2
THE BLUE PRINT OF THE READING TEST

No	Test Items	Number of Items
1.	Understanding grammar in reading	3,11,15,20,24
2.	Determining the main idea in a paragraph	9,14,21
3.	Comprehending the text based on the reading text	2,5,10,16
4.	Recognizing the topic of the text	1,6,13,19
5.	Recognizing the pattern of the relation	7,12
6.	Getting the details information	4,8,17
7.	The purpose of the reading text	18,22,23,25
	Total	25

F. The Technique of Data Analysis

Because there are two variables x and y in this study, the writer used product moment coefficient of correlation to examine whether there is or no correlation between two variables, the writer used Person correlation coefficient SPSS 17.00 for windows in analyzing and calculating the data. The formula of product moment coefficient of correlation is:

$$r = \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{(n \sum Xi^2 - (\sum Xi)^2)(n \sum Yi^2 - (\sum Yi)^2)}}$$

To calculate the students' score in answering the test, the following formula is used:

$$M = \frac{Y}{N} \times 100$$

Where: M: individual score

X: correct answer

N: Number of items

The scores of the students' mastery in the test were classified to determine their level of their mastery; the classification is as follows:

TABLE I.3
THE CLASSIFICATION OF STUDENTS' SCORES

Score classification	Category
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 - 49	Poor ³

³ Harris. *Testing English as a Second Language*. Bombay: Goergetown University. 1974. P. 134

According to Hartono, there are three ways to obtain the correlation between two variables are⁴:

1. The r-table is employed to see whether or not there is a significant correlation between students' motivation in reading English textbook and their reading comprehension. The obtained value is consulted with the value of r-table product moment correlation $df = N - nr$.

Statistical hypothesis:

$$H_a = r_o \geq r \text{ table}$$

$$H_0 = r_o < r \text{ table}$$

Criteria of Hypothesis:

- a) H_a is accepted if $r_o \geq r \text{ table}$ or it can be said that there is a significant correlation between students' motivation in reading English textbook and their reading comprehension.
 - b) H_0 is accepted if $r_o < r \text{ table}$ or there is no significant correlation between students' motivation in reading English textbook and their reading comprehension.
2. To compare sig. (2-tailed) or probability score with 0.05 as follow:
 - a. Probability score > 0.05 , it means that H_0 is accepted.
 - b. Probability score < 0.05 , it means that H_a is accepted.
 3. Use the explanation of sign (**/*) under table, if there is the sign means that there is a significant correlation.

⁴ Hartono . *SPSS 16.00 Analisis Data Statistika dan Penelitian*. Pekanbaru: Zanava. 2008. P. 57-58

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The aim of this research is to investigate the correlation between students' motivation in reading English textbook and their reading comprehension at the second year of MA Ittihadul Muslimin Siak. There are two variables in this research, independent variable and dependent variable.

The independent variable which is symbolized by "x" is students' motivation in reading English textbook; it was investigated by using questionnaire to the second year students of MA Ittihadul Muslimin Siak. There were 20 item, measured by using rating scale (always, often, sometimes, seldom, never) with range of score 5, 4, 3, 2, 1, for each.

The dependent variable which is symbolized by "y" is students' reading comprehension. As known, by conducting a test to the second year students of MA Ittihadul Muslimin Siak. The test consisted of 25 items in multiple choices.

1. The data of students' motivation in reading English textbook could be seen in the presentation as follows:

TABLE I.4
I DO THE READING EXERCISE IN ENGLISH TEXTBOOK

NO	ALTERNATIVE	F	T
1	Always	15	50%
2	Often	9	30%
3	Sometimes	6	20%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows that 15 students who always do their reading exercises in English textbook, and 9 students who often, and 6 students who sometimes, and none of students who seldom and never do their reading exercises in English textbook. The data above indicates that most of the second year students at MA Ittihadul Muslimin do their reading exercises in English textbook.

TABLE I.5
I WANT TO READ THE ENGLISH TEXTBOOK

NO	ALTERNATIVE	F	T
1	Always	10	33.34%
2	Often	10	33.34%
3	Sometimes	10	33.34%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows that 10 students who always review the lesson given by the teacher and 10 students who often, and 10 students who sometimes, and none students who seldom and who never review the lesson given by the teacher. The table above indicates that most of the second year students at MA Ittihadul Muslimin want to read the English textbook.

TABLE I.6**I REREAD THE ENGLISH TEXTBOOK CAREFULLY**

NO	ALTERNATIVE	F	T
1	Always	4	13.34%
2	Often	6	20%
3	Sometimes	17	56.67%
4	Seldom	2	6.67%
5	Never	1	3.34%
	Total	30	100%

The table above shows that 4 students who always review to read the lesson carefully, and 6 students who often, and 17 students who sometimes, and 2 students who seldom and 1 student who never review to read the lesson carefully. The table above indicates that most of the second year students at MA Ittihadul Muslimin review to read the lesson carefully.

TABLE I.7

I FEEL ENTHUSIASTIC IN ANSWERING THE TEACHERS' QUESTION.

NO	ALTERNATIVE	F	T
1	Always	4	13.34%
2	Often	8	26.67%
3	Sometimes	12	40%
4	Seldom	4	13.34%
5	Never	2	6.67%
	Total	30	100%

The table above shows that 4 students who always answer the teachers' question, and 8 students who often, and 12 students who sometimes, and 4 students who seldom, and 2 students who never answer the teachers' question. the table above indicates that most of the second year students at ma ittihadul muslimin want to answer the teachers' question.

TABLE I.8
I ATTEND CAREFULLY TO THE INSTRUCTION OF EXERCISE
IN ENGLISH TEXTBOOK

NO	ALTERNATIVE	F	T
1	Always	7	23.34%
2	Often	5	16.67%
3	Sometimes	15	50%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows that 7 students who always make preparation in reading, and 5 students who often, and 15 students who sometimes, and 3 students who seldom, and none of the students who never make preparation in reading. The table above indicates that most of the second year students at MA Ittihadul Muslimin attend carefully to the instruction of English textbook

TABLE I.9
I ASK THE TEACHER IF I DON'T UNDERSTAND ABOUT THE
TOPIC

NO	ALTERNATIVE	F	T
1	Always	7	23.34%
2	Often	7	23.34%
3	Sometimes	12	40%
4	Seldom	2	6.67%
5	Never	2	6.67%
	Total	30	100%

The table above shows that 7 students who always ask the teacher if they don't understand about the topic, and 7 students who often, and 12 students who sometimes, and 2 students who seldom, and 2 students who never ask the teacher if they don't understand about the topic. The table above indicates that most of the

second year students at MA Ittihadul Muslimin ask the teacher if they don't understand about the topic.

TABLE I.10

I PAY ATTENTION TO THE TEACHERS' EXPLANATION

NO	ALTERNATIVE	F	T
1	Always	6	20%
2	Often	15	50%
3	Sometimes	8	26.67%
4	Seldom	1	3.34%
5	Never	0	0%
	Total	30	100%

The table above shows that 6 students who always pay attention to the teachers' explanation, and 15 students who often, and 8 students who sometimes, and 1 students who seldom, and none student who never pay attention to the teachers' explanation. The table above indicates that most of the second year students at MA Ittihadul Muslimin pay attention to the teachers' explanation.

TABLE II.1

I CHECK THE LEVEL OF UNDERSTANDING AFTER READING

NO	ALTERNATIVE	F	T
1	Always	2	6.67%
2	Often	11	36.67%
3	Sometimes	11	36.67%
4	Seldom	4	13.34%
5	Never	2	6.67%
	Total	30	100%

The table above shows that 2 students who always discuss with their friend about the topic, and 11 students who often, and 11 students who sometimes, and 4 students who seldom, and 2 students who never discuss with their friend about the topic. The table above indicates that most of the second year students at MA Ittihadul Muslimin check the level of understanding after reading.

TABLE II.2

I MAKE THE HOMEWORK GIVEN BY THE TEACHER

NO	ALTERNATIVE	F	T
1	Always	5	16.67%
2	Often	13	43.34%
3	Sometimes	10	33.34%
4	Seldom	2	6.67%
5	Never	0	0%
	Total	30	100%

The table above shows that 5 students who always make the homework given by the teacher, and 13 students who often, and 10 students who sometimes, and 2 students who seldom, and none student who never make the homework given by the teacher. The table above indicates that most of the second year students at MA Ittihadul Muslimin make the homework given by the teacher.

TABLE II.3

I MAKE SUMMARY FROM THE READING TEXT

NO	ALTERNATIVE	F	T
1	Always	1	3.34%
2	Often	4	13.34%
3	Sometimes	16	53.34%
4	Seldom	5	16.67%
5	Never	4	13.34%
	Total	30	100%

The table above shows that 1 student who always make summary from the reading text, and 4 students who often, and 16 students who sometimes, and 5 students who seldom, and 4 students who never make summary from the reading text. The table above indicates that most of the second year students at MA Ittihadul Muslimin make summary from the reading text.

TABLE II.4

**I FEEL THE ENGLISH LESSON IS IMPORTANT TO BE
MASTERED ESPECIALLY IN READING**

NO	ALTERNATIVE	F	T
1	Always	5	16.67%
2	Often	6	20%
3	Sometimes	12	40%
4	Seldom	5	16.67%
5	Never	2	6.67%
	Total	30	100%

The table above shows that 5 students who always do the tusk cooperate with their friend, and 6 students who often, and 12 students who sometimes, and 5 students who seldom, and 2 students who never do the tusk cooperate with their friend. The table above indicates that most of the second year students at MA Ittihadul Muslimin feel the English lesson is important to be mastered especially in reading.

TABLE II.5
I ALSO FELT THE ENGLISH LESSON HAS IMPORTANT ROLE
IN EDUCATION

NO	ALTERNATIVE	F	T
1	Always	14	46.67%
2	Often	10	33.34%
3	Sometimes	6	20%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows that 14 students who always felt the English lesson is important, and 10 students who often, and 6 students who sometimes, and none of the student who seldom and never feel the English lesson is important. The table above indicates that most of the second year students at MA Ittihadul Muslimin use feel the English lesson is important role in education.

TABLE II.6
I REVIEW TO READ THE LESSON CAREFULLY

NO	ALTERNATIVE	F	T
1	Always	1	3.34%
2	Often	6	20%
3	Sometimes	18	60%
4	Seldom	4	13.34%
5	Never	1	3.34%
	Total	30	100%

The table above shows that 1 student who always review to read the lesson carefully, and 6 students who often, 18 students who sometimes, and 4 students who seldom, and 1 students who never review to read the lesson carefully. The table above indicates that most of the second year students at MA Ittihadul Muslimin review to read the lesson carefully.

TABLE II.7**I COME TO THE READING CLASS ON TIME**

NO	ALTERNATIVE	F	T
1	Always	9	30%
2	Often	6	20%
3	Sometimes	12	40%
4	Seldom	1	3.34%
5	Never	2	6.67%
	Total	30	100%

The table above shows that 9 students who always come to the reading class on time, and 6 students who often, and 12 students who sometimes, and 1 students who seldom, and 2 students who never come to the reading class on time. The table above indicates that most of the second year students at MA Ittihadul Muslimin come to the reading class on time.

TABLE II.8**I HAVE TO COPY DOWN THE READING TEXT**

NO	ALTERNATIVE	F	T
1	Always	4	13.34%
2	Often	4	13.34%
3	Sometimes	10	33.34%
4	Seldom	5	16.67%
5	Never	7	23.34%
	Total	30	100%

The table above shows that 4 students who always have to copy down the reading text, and 4 students who often, and 10 students who sometimes, and 5 students who seldom, and 7 students who never have to copy down the reading text. The table above indicates that most of the second year students at MA Ittihadul Muslimin have to copy down the reading text.

TABLE II.9**I KNOW THE IMPORTANT OF ENGLISH TEXTBOOK**

NO	ALTERNATIVE	F	T
1	Always	13	43.34%
2	Often	9	30%
3	Sometimes	5	16.67%
4	Seldom	2	6.67%
5	Never	1	3.34%
	Total	30	100%

The table above shows that 13 students who always know the important of English textbook, and 9 students who often, and 5 students who sometimes, and 2 students who seldom, and 1 student who never know the important of English textbook. The table above indicates that most of the second year students at MA Ittihadul Muslimin know the important of English textbook.

TABLE II.10**I LIKE DOING THE TASKS**

NO	ALTERNATIVE	F	T
1	Always	2	6.67%
2	Often	2	6.67%
3	Sometimes	12	40%
4	Seldom	8	26.67%
5	Never	6	20%
	Total	30	100%

The table above shows that 2 students who always spent much money to buy English textbook, and 2 students who often, and 12 students who sometimes, and 8 students who seldom, and 6 students who never spent much money to buy English textbook. The table above indicates that most of the second year students at MA Ittihadul Muslimin like doing the task.

TABLE III.1
I NEVER GIVE UP IN DOING MY TASK

NO	ALTERNATIVE	F	T
1	Always	4	13.34%
2	Often	5	16.67%
3	Sometimes	12	40%
4	Seldom	1	3.34%
5	Never	8	26.67%
	Total	30	100%

The table above shows that 4 students who always attend the reading class, and 5 students who often, and 12 students who sometimes, and 1 student who seldom, and 8 students who never attend the reading class. The table above indicates that most of the second year students at MA Ittihadul Muslimin never give up in doing the task.

TABLE III.2
I FEEL ENJOY TO ENTER THE READING CLASS

NO	ALTERNATIVE	F	T
1	Always	3	10%
2	Often	8	26.67%
3	Sometimes	17	56.67%
4	Seldom	2	6.67%
5	Never	0	0%
	Total	30	100%

The table above shows that 3 students who always feel enjoy to enter the reading class, and 8 students who often, 17 students who sometimes, and 2 students who seldom, and none of the students who never feel enjoy to enter the reading class. The table above indicates that most of the second year students at MA Ittihadul Muslimin feel enjoy to enter the reading class.

TABLE III.3
I MAKE THE CONCLUSION AFTER READING ENGLISH
TEXTBOOK

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	2	6.67%
3	Sometimes	21	70%
4	Seldom	6	20%
5	Never	1	3.34%
	Total	30	100%

The table above shows that none of the student who always make the conclusion after reading English textbook, 2 students who often, 21 students who sometimes, 6 students who seldom, and 1 student who never make the conclusion after reading English textbook. The table above indicates that most of the second year students at MA Ittihadul Muslimin make the conclusion after reading English textbook.

TABLE III.4
THE STUDENTS' SCORE OF QUESTIONNAIRE

Students	Score	Level
1	74	Mid motivation
2	73	Mid motivation
3	69	Mid motivation
4	76	Mid motivation
5	68	Mid motivation
6	65	Mid motivation
7	67	Mid motivation
8	69	Mid motivation
9	68	Mid motivation
10	74	Mid motivation
11	63	Mid motivation
12	60	Mid motivation
13	73	Mid motivation
14	67	Mid motivation
15	76	Mid motivation
16	75	Mid motivation
17	65	Mid motivation
18	67	Mid motivation
19	75	Mid motivation
20	63	Mid motivation
21	62	Mid motivation
22	61	Mid motivation
23	75	Mid motivation
24	63	Mid motivation
25	61	Mid motivation
26	73	Mid motivation
27	65	Mid motivation
28	66	Mid motivation
29	61	Mid motivation
30	55	Low motivation
Total	2033	
Mean	67,8	

From the table III.4 show that from 30 students who responded the questionnaire, there are 29 students are middle motivated in reading English textbook and it is very large of the others with percentage 97%, and 1 student is low motivated in reading English textbook with percentage 3%. Thus, the mean score of students' motivation in reading English textbook 67,8, the score can be categorized as "average".

2. The presentation of students' reading comprehension.

TABLE III.5
THE STUDENTS' READING TEST RESULT

STUDENTS	CORRECT ANSWERS	SCORE
1	19	76
2	19	76
3	19	76
4	18	72
5	18	72
6	18	72
7	18	72
8	18	72
9	18	72
10	18	72
11	17	68
12	17	68
13	17	68
14	17	68
15	17	68
16	16	64
17	16	64
18	16	64
19	16	64
20	15	60
21	15	60
22	15	60
23	15	60
24	14	56
25	14	56
26	13	52
27	13	52
28	13	52
29	12	48
30	12	48
Average		64.4

B. The Data Analysis

This research was used to obtain the correlation between two variables namely: the students' motivation in reading English textbook as the independent variable (X) and the students' reading comprehension as the dependent variable (Y). The writer used questionnaire to find out the students' motivation in reading English textbook and test was used to find out the students' reading comprehension.

1. Find out students' motivation in reading English textbook

To clarify all answer in the questionnaire, the writer recapitulated all the data. Therefore, it can be seen on the table of recapitulation for questionnaire on the second year of MA Ittihadul Muslimin Siak.

TABLE III.6
RECAPITULATION OF STUDENTS' MOTIVATION IN READING
AND THEIR READING COMPREHENSION

No	Students' motivation in reading English textbook	Students' reading comprehension
1	74	76
2	73	76
3	69	76
4	76	72
5	68	72
6	65	72
7	67	72
8	69	72
9	68	72
10	74	72
11	63	68
12	60	68
13	73	68
14	67	68
15	76	68
16	75	64
17	65	64
18	67	64
19	75	64
20	63	60
21	62	60
22	61	60
23	75	60
24	63	56
25	61	56
26	73	52
27	65	52
28	66	52
29	61	48
30	55	48
Total	2033	1932
Mean	67,8	64,4

The students' motivation in reading English textbook is 67.8, it can be concluded that the students' motivation in reading English textbook at the second year of MA Ittihadul Muslimin Siak is average.

2. Find out students' reading comprehension

The writer categorized the result of the test as follow:

a. There are 23 students who get the score average to good

- 76 76 76
- 72 72 72 72 72 72 72
- 68 68 68 68 68
- 64 64 64 64
- 60 60 60 60

b. There are 5 students who get the score poor to average

- 56 56
- 52 52 52

c. There are 2 students who get the score poor

- 48 48

To clarify all answers in the test, the writer recapitulated all the data.

Therefore, it can be seen on the table of recapitulation for the score of students' reading comprehension on the second year of MA Ittihadul Muslimin Siak.

TABLE III.7
THE SCORE OF STUDENTS' READING COMPREHENSION

X	F	FX
76	3	228
72	7	504
68	5	340
64	4	256
60	4	240
56	2	112
52	3	156
48	2	96
	N = 30	$\sum fx = 1932$

The table above shows that:

$$\sum fx = 1932$$

$$N = 30$$

$$MX = \frac{\sum fx}{N}$$

$$MX = \frac{1932}{30}$$

$$= 64.4$$

To interpret in which level is the students' reading comprehension. The scale bellow is used:

80 – 100	= Good to excellent
60 – 79	= Average to good
50 -59	= Poor to average
0 – 49	= Poor

So, the students' reading comprehension is 64.4, it can be concluded that students' reading comprehension at the second year of MA Ittihadul Muslimin is AVERAGE.

3. Find out the correlation between students' motivation in reading English textbook and their reading comprehension

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While correlation coefficient is negative (-), means that there is negative correlation between two variables. Although, positive (+) or negative (-) is not influence of high or low score of correlation coefficient, the sign only show direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 17.00 explained in the following:

TABLE III.8
STATISTICS

		students' motivation in reading English textbook	students' reading comprehens ion
N	Valid	30	30
	Missing	0	0
	Mean	67.8000	64.4000
	Median	67.0000	66.0000
	Mode	63.00 ^a	72.00
	Std. Deviation	5.57952	8.49178
	Variance	31.131	72.110
	Range	21.00	28.00
	Minimum	55.00	48.00
	Maximum	76.00	76.00

a. Multiple modes exist. The smallest value is shown

Based on the table above, we can interpret that Mean score of students' motivation in reading English textbook is 67.8000, Median 67.0000, Mode 63.00^a, standard deviation 5.57952, variance 31.131, range 21.00, Minimum 55.00, and maximum 76.00. While the mean in reading comprehension is 64.4000, median 66.0000, mode 72.00, standard deviation 8.49178, variance 72.110, range 28.00, minimum 48.00, and maximum 76.00.

TABLE III.9
DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
Students' motivation in reading English textbook	67.8000	5.57952	30
Students' reading comprehension	64.4000	8.49178	30

The table above shows that, mean of students' motivation in reading English textbook is 67.8000 and the std. deviation is 5.57952. Mean of students' reading comprehension is 64.4000, and std. deviation is 8.49178.

TABLE III.10
CORRELATIONS

		students' motivation in reading English textbook	students' reading comprehen sion
Students' motivation in reading English textbook	Pearson Correlation	1	.473**
	Sig. (2- tailed)		.008
	N	30	30
Students' reading comprehen sion	Pearson Correlation	.473**	1
	Sig. (2- tailed)	.008	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

From the table above, the variable of correlation coefficient of the students' motivation in reading English textbook and their reading comprehension = 0.473, sig. (2tailed) = 0.008, the interpretation is as follows:

1. The score of correlation coefficient $0.473 > 0.361$ in significant standard 5% and 0.463 in significant standard 1% (see table product moment). It means that H_a is accepted which indicates that there is a high correlation between students' motivation in reading English textbook and students' reading comprehension.
2. The probability score or sig. (2- tailed) is $0.008 < 0.05$. It means that H_a is accepted. On the other word, there is significant

correlation between students' motivation in reading English textbook and their reading comprehension.

3. The outputs above show that there is a sign means that there is significant correlation between students' motivation in reading English textbook and their reading comprehension.

Direction of correlation between two variables is positive. It means that the higher of students' motivation in reading English textbook will cause higher too toward their reading comprehension. On the contrary, the lower of students' motivation in reading English textbook will cause lower too toward their reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This research investigates the question of whether there is systematic relationship between students' motivation in reading English textbook and their reading comprehension. There are two variables in this research: independent and dependent variables. The independent variable is students' motivation in reading English textbook which is labeled as "x" and dependent variable is students' reading comprehension which is labeled as "y".

Regarding the formulation of the problem in this paper, the conclusion is the students' motivation in reading English textbook is average, it can be seen from the data presentation above that the students' motivation in reading English textbook of the second year at MA Ittihadul Muslimin Koto Gasib Siak regency is average.

The students' reading comprehension is average, it can be seen from the data presentation above that the students' reading comprehension of the second year at MA Ittihadul Muslimin Koto Gasib Siak regency is average.

There is a positive correlation between two variables, where the two variables are parallel. It means that both of the variables have the same direction. A change in variable X will be followed by the change in variable Y. The higher students' motivation in reading English textbook is the higher students' reading comprehension.

B. The Suggestion

Based on the result of the research, the writer finds that both of the variables are in the average level where average students were motivated in reading English textbook and average students also get a good comprehension in reading. It seems that both of the variables are correlated each other. The writer believes that there is a possibility that if the students increase their motivation in reading English textbook, their comprehension in reading will be increased too. In order to reach this, the writer would like to give some suggestions as follows:

1. Students should increase their motivation in reading English textbook since it plays an important in increasing the reading comprehension.
2. It needs to be considered by the English teachers who would like to increase their students' reading comprehension by giving high motivation continuously and appropriately, that is needed for the students in any way, like giving various English textbooks since it plays an important in increasing the reading comprehension, if the teacher just use one English textbook, it's just making them monotone in reading, therefore the teacher should try to use various English textbooks to support in teaching learning process and also making intrinsic motivation as the first target, because this motivation comes from the students themselves. If they have good motivation especially intrinsic motivation, the students will have awareness of English textbook, they will read the English textbook and they comprehend it without forcing.

3. This is the responsibility of the candidate of English teachers in the future to pay more attention on the students' motivation in reading English textbook and their reading comprehension in order that they can reach the target of the teaching.

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APPENDIX A QUESTIONNAIRE

Name :
Class :

Instruction:

1. Write down your name and class above this sheet
 2. Give the cross sign (x) for the alternative answer that you choose
 3. This questionnaire is only for research purpose
 4. Answer the question based on your option
-

1. I do the reading exercises in English textbook
a. Always b. often c. sometimes d. seldom e. never
2. I want to read the English textbook
a. Always b. often c. sometimes d. seldom e. never
3. I reread the English textbook carefully
a. Always b. often c. sometimes d. seldom e. never
4. I feel enthusiastic in answering the teachers' question
a. Always b. often c. sometimes d. seldom e. never
5. I attend carefully to the instruction of exercise in English textbook
a. Always b. often c. sometimes d. seldom e. never
6. I ask the teacher if I don't understand about the topic
a. Always b. often c. sometimes d. seldom e. never
7. I pay attention to the teachers' explanation
a. Always b. often c. sometimes d. seldom e. never
8. I check the level of understanding after reading
a. Always b. often c. sometimes d. seldom e. never
9. I make the homework given by the teacher
a. Always b. often c. sometimes d. seldom e. never
10. I make summary from the reading text
a. Always b. often c. sometimes d. seldom e. never
11. I feel the English lesson is important to be mastered especially in reading
a. Always b. often c. sometimes d. seldom e. never
12. I also feel the English lesson has important role in education
a. Always b. often c. sometimes d. seldom e. never
13. I reread the English textbook carefully
a. Always b. often c. sometimes d. seldom e. never
14. I come to the reading class on time
a. Always b. often c. sometimes d. seldom e. never

15. I have to copy down the reading text
a. Always b. often c. sometimes d. seldom e. never
16. I know the important of English textbook
a. Always b. often c. sometimes d. seldom e. never
17. I like doing the tasks
a. Always b. often c. sometimes d. seldom e. never
18. I never give up in doing my task
a. Always b. often c. sometimes d. seldom e. never
19. I fell enjoy to enter the reading class
a. Always b. often c. sometimes d. seldom e. never
20. I make the conclusion after reading English textbook
a. Always b. often c. sometimes d. seldom e. never

APPENDIX C
READING COMPREHENSION TEST

Name :

Class :

Instruction:

1. Write down your name and class above this sheet
 2. Read the text carefully then answer the questions
 3. Give the cross sign (x) for the alternative answer that you choose
-

(Question no 1-5 based on the this text)

Text 1

A farmer had three sons. They were strong and young but never agreed with one another. They often quarreled among themselves. The farmer had given a lot of advice. But they always turned a deaf ear. They dislike advice. The farmer felt very sad about it.

The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, “bring me a few sticks.” The farmer tied the sticks into the bundle.

“Each of you, break this bundle of sticks!” said the farmer. They did so, but they could not break it. Then, the farmer untied the sticks and gave each of his sons a stick. Each of them broke the stick easily in the twinkling of an eye.

“There you are, my sons!” shouted the farmer. “If you remain unite, you are strong. But if you quarrel with one another, you will be broken one by one easily. Do you understand what I mean?”

At last, the advice worked out. They lived in harmony and united ever after. The farmer felt relieved. “Now I can die peacefully,” he whispered.

(Th. M. Sudarwati, Eudia Grace. *Look Ahead 2* Penerbit Erlangga)

1. What is the best title of the text?
 - a. A farmer and his three sons
 - b. A farmer
 - c. A plan of farmer
 - d. The wish of farmer
2. What is the farmer want to do to his sons?
 - a. Accepting his advice
 - b. Bringing a view stick
 - c. Giving him money
 - d. Be a better son
3. What tense is mostly used in the story?
 - a. Present tense
 - b. Past future

- c. Past tense
- d. Future tense
- 4. What is the farmer do to make his sons united together?
 - a. Making an example from the stick
 - b. Beating his son by the stick
 - c. Bringing them to find the stick
 - d. Giving them an advice
- 5. Which one the statement is not TRUE?
 - a. A farmer had three sons
 - b. The farmer ordered them to bring him a few sticks
 - c. His sons often quarreled
 - d. They lived not in harmony forever

(Question no 6-12 based on the this text)

Text 2

Long, long ago, the Sun and the Moon lived happily together in the sky. They always appeared together during the day and night.

One day, the Sun shone brightly so that it almost burned the Moon. The sunlight hurt the Moon's eyes very much. This made the Moon blind.

The Moon left the Sun although the Sun had apologized to the Moon.

The Sun loved the Moon very much, so he chased her. He chased and chased through the years and centuries but has never caught the Moon.

That's why the Sun shines during the day and at night the Moon appears. They will never reunite again.

(Th. M. Sudarwati, Eudia Grace. *Look Ahead 2* Penerbit Erlangga)

- 6. What is the story about?
 - a. The Moon and the Sky
 - b. The Sky and the Sun
 - c. The Sky, the Moon and the Sun
 - d. The Moon and the Sun
- 7. Why did the Moon leave the Sun?
 - a. They always appeared together during the day and night
 - b. The sunlight hurt the Moon's eyes until made the Moon blind
 - c. The Sun loved the Moon very much
 - d. The Moon doesn't love the Sun anymore
- 8. The Sun will never catch the Moon because. . .
 - a. The Moon left the Sun
 - b. The Sun apologized to the Moon
 - c. The Sun shines during the day and at night the Moon appears
 - d. The Sun shone brightly

9. In what paragraph is the orientation of the story?
 - a. First
 - b. Second
 - c. Third
 - d. Fourth
10. What can we learn from the story?
 - a. Don't hurt another people
 - b. Don't leave another people
 - c. Don't stay alone
 - d. Don't angry to another people
11. The word "appears" in the first paragraph closely meaning to . . .
 - a. Light
 - b. Broke
 - c. Rise
 - d. Strong
12. Which one is NOT true about the Moon?
 - a. The Moon's eyes hurtled buy the sun
 - b. The Moon leave the sun
 - c. The Moon became blind
 - d. The Moon appears during the day

(Question no 13-18 based on this text)

Text 3

A woman is sitting at home entertaining her parents who have come around to congratulate her on the birth of their first grandchild.

"So, when can we see the baby?" asks the grandmother. "In a little while", replies the mother.

Some time passes. The grandparents are looking quite anxious at this point.

"So when can we see the baby?" asks the grandfather.

"When the baby starts crying" Replies the mother.

The grandparents turn to look at each other, a little perplexed and ask, "why do we have to wait until se start crying?!"

The mother snaps back, "Because I put her down somewhere this morning and I can't remember where she is!"

(Th. M. Sudarwati, Eudia Grace. *Look Ahead 2* Penerbit Erlangga)

13. Which one is the best title for this story?
 - a. The grandparents
 - b. New baby

- c. The beauty moon
 - d. The old grandma
14. Who is come to congratulate on the child's birth?
- a. The woman
 - b. The baby
 - c. The grandparents
 - d. The mother
15. The word "anxious" in the second paragraph closely meaning to . . .
- a. Worried
 - b. Afraid
 - c. Disappointed
 - d. brave
16. Who is the funny character in this story?
- a. Grandfather
 - b. Grandmother
 - c. Mother
 - d. Baby
17. Why did they have to wait until the baby is crying to see the baby?
- a. The baby is sleeping
 - b. The baby is eating
 - c. The baby is playing
 - d. The baby is lost
18. In which paragraph is funny?
- a. First
 - b. Second
 - c. Third
 - d. Fourth

(Question no 19-25 based on this text)

Text 4

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world; even in the U.S. it's just a matter of the intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinctions.

(Th. M. sudarwati, Eudia Grace. *Look Ahead 2* Penerbit Erlangga)

19. What is the text above tell us about?
 - a. Corruption
 - b. The most corrupt place
 - c. Corruptor
 - d. Young generation
20. The word “bribe” in the second paragraph line 3 closely meaning to . . .
 - a. Broke
 - b. Stab
 - c. Make
 - d. Stole
21. What is the main idea of the 3 paragraph?
 - a. We have to prevent young generation
 - b. We should star at the earliest stages in school
 - c. Entrepreneur want to minimize their tax payment
 - d. Overcome the problem by punishing the corruptors is still not far enough
22. What is the writer’s advice to overcome corruption in Indonesia?
 - a. Punishing the corruptors
 - b. Minimize tax payment
 - c. Surveys the corruptors
 - d. Prevent young generation
23. What is the purpose of the last paragraph?
 - a. To recommend the reader
 - b. To show the truth
 - c. To explain what is corruption
 - d. To give an argument
24. What tense is mostly used in this text?
 - a. Future tense
 - b. Simple present tense
 - c. Past tense
 - d. Present continuous tense
25. What is the purpose of the writer in this text?
 - a. To be a corruptor
 - b. To take Tanjung Priok Port
 - c. To eradicate corruption
 - d. To stay in the capital

APPENDIX D
THE KEY ANSWER OF READING COMPREHENSION TEST

1. A	6. D	11. C.	16. C	21. D
2. B	7. B	12. D	17. D	22. D
3. C	8. C	13. B	18. D	23. A
4. A	9. A	14. C	19. A	24. B
5. D	10. A	15. A	20. B	25. C

APPENDIX E
The Scores of Students' Reading Test

Students	Correct Answer	Score	Level	Percentage
1	19	76	Average to good	76.67%
2	19	76	Average to good	
3	19	76	Average to good	
4	18	72	Average to good	
5	18	72	Average to good	
6	18	72	Average to good	
7	18	72	Average to good	
8	18	72	Average to good	
9	18	72	Average to good	
10	18	72	Average to good	
11	17	68	Average to good	
12	17	68	Average to good	
13	17	68	Average to good	
14	17	68	Average to good	
15	17	68	Average to good	
16	16	64	Average to good	
17	16	64	Average to good	
18	16	64	Average to good	
19	16	64	Average to good	
20	15	60	Average to good	
21	15	60	Average to good	
22	15	60	Average to good	
23	15	60	Average to good	
24	14	56	Poor average	16.67%
25	14	56	Poor average	
26	13	52	Poor average	
27	13	52	Poor average	
28	13	52	Poor average	
29	12	48	Poor	6.67%
30	12	48	Poor	
Total		1932		100.00%
Mean		64.4		

APPENDIX G
The Analysis of the Difficult Items

Items	Correct Answer	N	f.v	Remark	
				A/R	E/D
1	27	30	0.90	R	E
2	17	30	0.56		
3	25	30	0.83	R	E
4	22	30	0.73		
5	19	30	0.63		
6	24	30	0.80		
7	25	30	0.83	R	E
8	19	30	0.63		
9	21	30	0.70		
10	20	30	0.66		
11	18	30	0.60		
12	21	30	0.70		
13	15	30	0.50		
14	14	30	0.46		
15	23	30	0.76		
16	2	30	0.06	R	D
17	17	30	0.56		
18	18	30	0.60		
19	21	30	0.70		
20	16	30	0.53		
21	17	30	0.56		
22	18	30	0.60		
23	5	30	0.16	R	D
24	6	30	0.20	R	D
25	14	30	0.46		

Note:

f.v : The difficulty level

n : The number of the students

Remark : The explanation of the items whether it is accepted or rejected because it is too easy or too difficult.

A: Accepted

R: Rejected

D: Too difficult

E: Too easy

APPENDIX H

REABILITY OF THE TEST

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	. ^a
		N of Items	1 ^b
	Part 2	Value	. ^a
		N of Items	1 ^c
		Total N of Items	2
		Correlation Between Forms	.647
Spearman-Brown Coefficient	Equal Length		.786
	Unequal Length		.786
	Guttman Split-Half Coefficient		.786

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

b. The item is: group1

c. The item is: group2

Item Statistics

	Mean	Std. Deviation	N
group1	61.8667	4.98378	15
group2	56.5333	4.98378	15

APPENDIX I
TABLE OF CORRELATION
Correlations

		students' motivation in reading English textbook	students' reading comprehensio n
students' motivation in reading English textbook	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.008
	N	30	30
students' reading comprehension	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.008	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

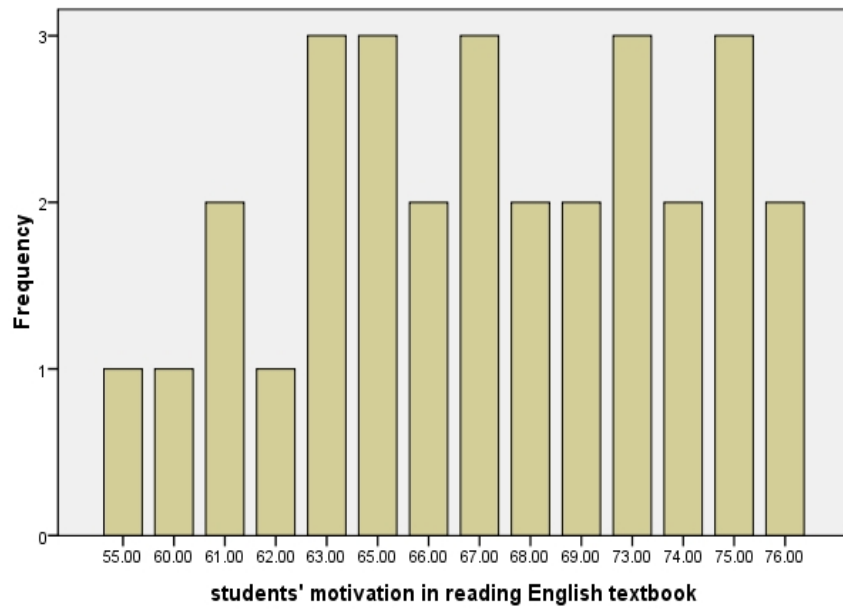
APENDIX J
TABLE OF FREQUENCY
Statistics

		students' motivation in reading English textbook	students' reading comprehension
N	Valid	30	30
	Missing	0	0
	Mean	67.8000	64.4000
	Median	67.0000	66.0000
	Mode	63.00 ^a	72.00
	Std. Deviation	5.57952	8.49178
	Variance	31.131	72.110
	Range	21.00	28.00
	Minimum	55.00	48.00
	Maximum	76.00	76.00

a. Multiple modes exist. The smallest value is shown

APPENDIX K

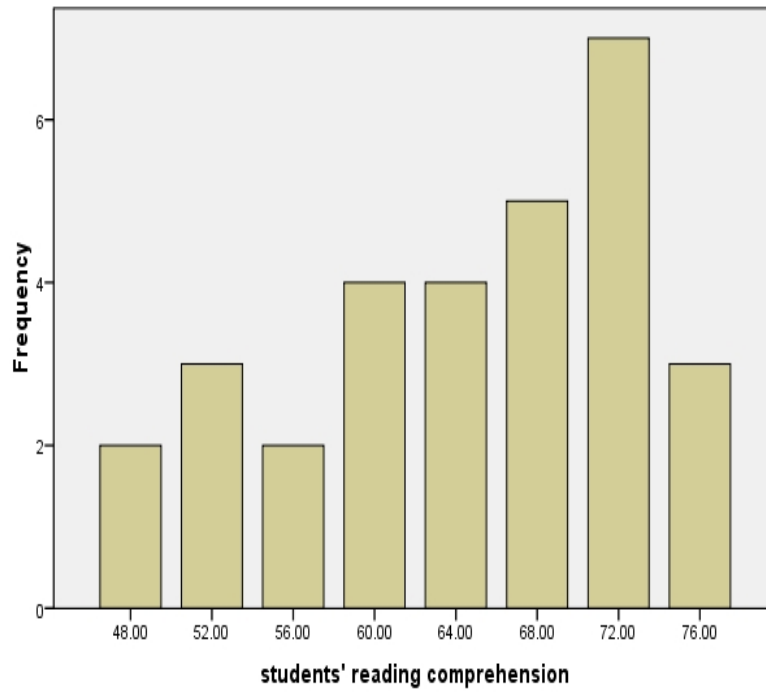
students' motivation in reading English textbook



Mean= 67.8000
Std. dev=5.579
N= 30

APPENDIX L

students' reading comprehension



Mean= 64.4000
Std. Dev=8.491
N=30

Appendix B
The Result of Questionnaire

NO	SS	ITEMS																				score	Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	1	100	100	80	100	60	60	100	60	80	20	100	80	60	60	100	80	60	60	60	60	1480	74
2	2	100	100	80	40	100	100	100	80	60	60	60	100	80	100	60	100	20	60	60	60	1460	76
3	3	80	80	40	80	60	100	80	60	100	60	80	100	80	80	60	60	100	60	60	80	1380	75
4	4	60	80	100	80	60	60	80	80	60	80	80	80	80	60	60	60	60	80	60	20	1520	69
5	5	60	100	60	80	60	60	100	40	60	80	100	100	40	60	40	80	100	80	80	40	1360	69
6	6	100	100	60	100	60	80	80	60	80	100	60	80	100	80	60	80	40	60	80	60	1300	76
7	7	100	100	80	60	40	20	100	80	80	80	80	100	100	60	80	20	20	40	60	60	1340	68
8	8	60	60	60	60	80	60	80	80	80	60	80	80	80	100	100	100	80	60	80	60	1380	75
9	9	60	60	60	80	60	60	80	60	100	40	60	80	60	80	60	80	60	80	80	60	1360	68
10	10	100	100	100	20	100	40	40	100	100	60	100	100	60	100	20	100	60	20	100	60	1480	74
11	11	100	100	80	40	100	80	80	40	60	60	60	100	80	60	80	100	40	60	60	80	1260	73
12	12	100	100	100	60	100	100	100	100	40	20	100	100	20	20	20	100	20	100	100	60	1200	73
13	13	80	60	80	100	100	80	80	60	100	60	80	100	60	80	40	100	60	60	60	60	1460	75
14	14	100	100	60	100	40	100	80	40	80	40	20	100	40	100	40	100	40	20	100	40	1340	67
15	15	100	80	100	80	60	60	60	60	60	80	80	60	60	100	80	60	80	80	60	60	1520	73
16	16	60	60	60	40	60	60	80	80	80	60	40	60	60	100	60	80	60	100	60	60	1500	66
17	17	80	60	40	60	100	60	60	60	80	40	60	40	60	100	60	80	40	40	40	40	1300	60
18	18	100	60	60	60	80	80	60	80	60	100	60	80	60	60	40	80	60	20	80	60	1340	67
19	19	60	60	60	40	60	60	80	80	80	60	40	60	60	100	60	80	60	100	60	40	1500	65
20	20	80	60	80	80	60	80	80	80	60	60	60	100	60	80	20	100	40	20	80	60	1260	67
21	21	80	80	40	100	80	60	60	80	80	60	60	100	80	80	60	60	60	60	60	60	1240	66
22	22	80	80	60	80	80	60	80	60	80	60	60	100	60	60	20	100	20	20	80	60	1220	65
23	23	100	100	60	60	60	40	60	60	40	20	40	60	60	60	100	100	60	60	60	60	1500	63
24	24	100	100	60	80	40	100	80	40	80	40	20	100	40	100	40	100	40	20	40	40	1260	63
25	25	80	60	60	60	60	80	100	80	80	60	60	80	60	60	60	100	60	20	60	60	1220	65
26	26	100	80	60	60	60	80	60	80	60	80	40	80	60	60	60	80	20	100	60	60	1400	62
27	27	80	60	60	60	80	80	80	20	80	40	40	60	60	60	80	40	60	60	80	60	1300	63
28	28	100	80	60	60	100	60	60	60	60	60	60	80	60	60	20	60	40	20	60	60	1320	61
29	29	80	80	60	60	60	100	80	60	100	60	60	60	40	40	20	40	40	60	80	40	1220	61
30	30	100	80	20	20	60	20	60	20	60	40	100	100	60	20	20	100	20	80	60	60	1100	55

APPENDIX F

The Try Out Result in Students' Reading Comprehension

NO	SS	ITEMS																									Total	Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	1	1	0	1	1	0	0	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	18	72
2	2	1	1	0	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	1	17	68
3	3	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	17	68
4	4	1	0	1	1	0	1	1	0	0	0	0	1	0	1	1	0	1	0	1	0	1	1	0	1	1	16	64
5	5	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	0	16	64
6	6	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	0	0	0	0	0	16	64
7	7	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	0	1	0	0	0	1	16	64
8	8	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	0	0	1	1	1	1	0	0	1	1	16	64
9	9	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	0	0	1	1	1	0	0	1	16	64
10	10	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	0	0	1	1	0	1	0	0	0	1	15	60
11	11	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	0	1	1	0	0	1	15	60
12	12	1	1	1	1	0	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	0	15	60
13	13	1	0	1	0	0	1	1	0	1	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	1	15	60
14	14	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	0	0	1	15	60
15	15	1	1	0	1	0	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	0	0	0	0	15	60
16	16	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	0	15	60
17	17	0	1	0	0	1	1	0	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	1	15	60
18	18	0	1	1	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0	1	1	1	1	14	56
19	19	1	1	1	0	1	1	1	0	0	1	0	1	0	1	1	1	1	0	1	0	0	1	0	0	0	14	56
20	20	1	0	1	0	1	1	1	0	0	1	0	1	1	0	1	0	0	1	1	1	0	1	0	0	0	14	56
21	21	1	1	1	1	1	0	1	0	0	1	1	0	1	0	0	0	0	1	1	1	0	1	0	0	0	14	56
22	22	1	0	1	1	0	1	1	0	0	1	1	1	1	0	1	0	1	1	1	0	0	1	0	0	0	14	56
23	23	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	0	0	1	0	0	0	0	0	14	56
24	24	1	1	1	1	0	1	1	0	1	0	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	14	56
25	25	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	0	0	14	56
26	26	1	0	1	1	0	1	1	0	1	0	0	1	0	0	1	0	1	0	0	0	1	1	0	0	1	13	52
27	27	1	1	1	0	1	1	0	0	1	0	0	1	0	1	1	0	0	1	1	1	0	0	0	0	0	13	52
28	28	1	0	1	1	1	0	1	0	1	1	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0	13	52
29	29	1	0	1	1	1	1	1	0	0	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	0	13	52
30	30	1	1	1	0	0	1	1	0	0	1	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	12	48
TOTAL		27	17	25	22	19	24	25	19	21	20	18	21	15	14	23	2	17	18	21	16	17	18	5	6	15		
%		90	56.6	83.3	73.3	63.3	80	83.3	63.3	70	66.6	60	70	50	46.6	76.6	6.6	56.6	60	70	53.3	56.6	60	16.6	20	46.6		
R/A		R		R				R									R							R	R			

Appendix B
The Result of Questionnaire

NO	SS	ITEMS																				Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	1	5	5	4	5	3	3	5	3	4	1	5	4	3	3	5	4	3	3	3	3	74
2	2	5	5	4	2	5	4	4	2	3	3	3	5	4	3	4	5	2	3	3	4	73
3	3	3	4	5	4	3	3	4	4	3	4	4	4	4	3	3	3	3	4	3	1	69
4	4	5	5	4	2	5	5	5	4	3	3	3	5	4	5	3	5	1	3	3	3	76
5	5	5	5	4	3	2	1	5	4	4	4	4	5	5	3	4	1	1	2	3	3	68
6	6	4	4	3	4	4	3	4	3	4	3	3	5	3	3	1	5	1	1	4	3	65
7	7	5	5	3	5	2	5	4	2	4	2	1	5	2	5	2	5	2	1	5	2	67
8	8	3	5	3	4	3	3	5	2	3	4	5	5	2	3	2	4	5	4	4	2	69
9	9	3	3	3	4	3	3	4	3	5	2	3	4	3	4	3	4	3	4	4	3	68
10	10	5	5	5	1	5	2	2	5	5	3	5	5	3	5	1	5	3	1	5	3	74
11	11	5	5	3	3	3	2	3	3	2	1	2	3	3	3	5	5	3	3	3	3	63
12	12	4	3	2	3	5	3	3	3	4	2	3	2	3	5	3	4	2	2	2	2	60
13	13	5	5	5	3	5	5	5	5	2	1	5	5	1	1	1	5	1	5	5	3	73
14	14	5	3	3	3	4	4	3	4	3	5	3	4	3	3	2	4	3	1	4	3	67
15	15	5	5	3	5	3	4	4	3	4	5	3	4	5	4	3	4	2	3	4	3	76
16	16	4	4	2	4	3	5	4	3	5	3	4	5	4	4	3	3	5	3	3	4	75
17	17	3	3	3	2	3	3	4	4	4	3	2	3	3	5	3	4	3	5	3	2	65
18	18	4	3	4	4	3	4	4	4	3	3	3	5	3	4	1	5	2	1	4	3	67
19	19	4	3	4	5	5	4	4	3	5	3	4	5	3	4	2	5	3	3	3	3	75
20	20	5	5	3	4	2	5	4	2	4	2	1	5	2	5	2	5	2	1	2	2	63
21	21	5	4	3	3	3	4	3	4	3	4	2	4	3	3	3	4	1	5	3	3	62
22	22	5	4	3	3	5	3	3	3	3	3	3	4	3	3	1	3	2	1	3	3	61
23	23	3	3	3	3	4	3	4	4	4	3	4	4	4	5	5	5	4	3	4	3	75
24	24	4	3	3	3	4	4	4	1	4	2	2	3	3	3	4	2	3	3	4	3	63
25	25	4	4	3	3	3	5	4	3	5	3	3	3	2	2	1	2	2	3	4	2	61
26	26	5	4	5	4	3	3	3	3	3	4	4	3	3	5	4	3	4	4	3	3	73
27	27	4	3	3	3	3	4	5	4	4	3	3	4	3	3	3	5	3	1	3	3	65
28	28	4	4	2	5	4	3	3	4	4	3	3	5	4	4	3	3	3	3	3	3	66
29	29	4	4	3	3	3	5	4	3	5	3	3	3	2	2	1	2	2	3	4	2	61
30	30	5	4	1	1	3	1	3	1	3	2	5	5	3	1	1	5	1	4	3	3	55



Curriculum Vitae

Name : Mika Saswita

Place/Date of Birth : Buatan II/24 October 1988

Sex : Female

Address : Jl. Cipta Karya. Gg Limbat No. 46

Religion : Islam

Parents:

Father : Madarani

Mother: Marniati

School:

1. SDN 027 Buatan II (1994 – 2000)
2. Mts Daarul Mukminin Thawalib Buatan II (2000-2003)
3. MA Daarul Mukminin Thawalib Buatan II (2003-2006)
4. UIN Sultan Syarif Kasim Riau (2006 – 2011)